

# Paragraph development by listing

1.1 Read the model paragraph. As you read, pay close attention to both the meaning and the organisation of the ideas discussed.

## Sentence Functions in Paragraph Development

The sentences in most well written paragraphs may be analysed into four general functions. First, there are paragraph introducers, which are sentences that establish the topic focus of the paragraph as a whole. Second, there are paragraph developers, which present examples or details of various kinds that support the ideas set forth by the paragraph introducers. Third, there are viewpoint or context modulators, which are sentences that provide a smooth transition between different sets of ideas. Fourth, there are paragraph terminators, which logically conclude the ideas discussed in the paragraph in a psychologically satisfying manner. Not all pieces of writing will conform to this analysis; however, most successful paragraphs usually contain some combination of these four sentence types.

1.1a Each sentence in the paragraph contains a key idea. The key idea can be expressed in a short phrase often using key words appearing in the sentence. The key words that form the key ideas in each sentence of the model paragraph are in italics. From each of the six sentences, write the italicised words on the following lines.

The topic sentence is the introductory sentence

1
2
3
4
5
6

1.1b What function do paragraph developers serve? Identify the four paragraph developers used in the model paragraph.

1.1c What function do context modulators serve? Do they appear in every well written paragraph? Does this paragraph contain a context modulator?

1.1d Is the final sentence in the model paragraph a good terminator? That is, does it end the paragraph by bringing it to a psychologically satisfying conclusion?

## 2 From Paragraph to Essay

1.1e The type of paragraph presented on page 1 is called a list paragraph. To avoid a 'shopping list' appearance, certain words or phrases are used to help the paragraph proceed smoothly. Point out the words or devices that are employed to aid the listing of details.

1.2 Read the model paragraph. This time, as you read try to observe three main parts of paragraph organisation.

### Black African Nations

During the decade of the 1960's, most of the European colonies of Sub-Saharan Africa achieved independence. In the west, Nigeria (1960), Sierra Leone (1961), and Gambia (1965)—all former British colonies—joined the family of free and independent nations. In the east, Tanzania (1961), Uganda (1962), Kenya (1963), and Zambia (1964) also became sovereign states free of British rule. As the African empire of Great Britain was being dismantled, France, the other major European coloniser, withdrew from vast areas south of the Sahara. Thirteen former French colonies gained national status in the single year 1960: Mauritania, Senegal, Mali, Ivory Coast, Upper Volta, Togo, Dahomey, Niger, Chad, Central African Republic, Cameroon, Gabon, and Congo. Although a few European colonialists still occupy African territory, the 1960's witnessed the birth of more than twenty free, black nations.

1.2a Does this paragraph contain the essential elements of a well written paragraph—introducer, developers, terminator? Point out the sentence or sentences that serve as the introducer, the developers, the terminator.

1.2b In addition to the three types of sentences mentioned in the previous question, this paragraph contains a viewpoint or context modulator. That is, a sentence that provides a transition between different sets of ideas. Identify the sentence that performs this transition function.

1.2c Review (see sentence 5 of paragraph 1.1 and exercise 1.1d) the function of a paragraph terminator. Is the final sentence of 1.2 an adequate terminator?

1.3 The following list paragraph gives information about several island nations. How many of these nations are familiar to you?

### Island Nations

Many Americans and Europeans are accustomed to thinking of a *country* only as a governmental unit that occupies part of a large continent, but the fact is that there are some very important countries—especially in Asian Pacific waters—that are composed entirely of widely scattered islands. As a first example,



the Republic of the Philippines has a gross national product (GNP)<sup>1</sup> of over \$4,856,000,000 and a population of 37,008,419 inhabitants, spread over approximately 3000 islands, the largest of which are Luzon, Mindanao, and Samar.

On the basis of these three instances (and others could be mentioned such as New Zealand, Sri Lanka (formerly Ceylon), and Singapore), it may be concluded that some of the island nations of South-East Asia are among the more prominent governments in international affairs.

**1.3a** Does the paragraph meet the requirements of a list paragraph? What is missing from the paragraph?

**1.3b** Finish the paragraph by writing in the space provided two developers, one about Indonesia and one about Japan. In the table below is some information that you may want to use. Begin your sentence about Indonesia with *Secondly*; your sentence about Japan with *Thirdly*.

COUNTRY	GNP	POPULATION	NO. OF ISLANDS
Indonesia	\$11,100,000,000	122,864,000 (1971 est.)	3,000 approximately  Large islands include: Java, Sumatra, Kalimantan, Sulawesi, West Irian.
Japan	\$124,700,000,000	104,649,000 (1970)	1,000 approximately  Four major islands: Honshu, Kyushu, Hokkaido, Shikoku.

**1.4** Read the model paragraph. This time as you read, try to observe three main parts of paragraph organisation.

### Cooking Methods and Some English Colloquialisms

Basic methods of preparing food show great similarity throughout the world, but English cooking terms sometimes have

<sup>1</sup> Gross National Product is the total monetary value of all goods and services produced in a given period of time.

special meanings. For example, almost all cultures have devised some means of baking, that is cooking bread or other food in an oven. Boiling, or cooking food in water or some other liquid, is another universal practice. A related process, stewing, means to boil slowly or gently a mixture usually of meat, vegetables, and water. Still another cooking process, roasting, means to cook meat in its own juices over an open fire or in an oven. While the terms to describe the various cooking methods have a literal meaning in formal English, in informal English they are sometimes used to describe human behaviour in a colourful or humorous way. *Half-baked*, for instance, may refer to a foolish idea or a stupid person. *Boiling* or *boiling mad* means very angry. *In a stew* means to be worried or to be in a difficult situation, and to *stew in one's own juices* means to suffer, especially from one's own actions. To *roast* a person means to criticise or ridicule him without mercy. In other cases, a person, through his excessive *relish* of life, might get *pickled* and end up *in a jam*. This brief list demonstrates the use of cooking terms as colloquial expressions to picture human conduct more vividly.

**1.4a** What is the name and function of the first sentence in the model paragraph of 1.4?

**1.4b** What is the name and function of sentences 2 to 5 in the paragraph?

**1.4c** This paragraph contains a viewpoint or context modulator, that is a transition sentence. Remember that this is a sentence that provides a transition between different sets of ideas. Identify the sentence that performs this transition function. What two sets of ideas does it connect?

**1.4d** In the model paragraph of 1.1, transitional words such as *first* and *second* are used in the development of the paragraph. Find transitional words in paragraph 1.4. For each, explain how it relates one idea to another.

**1.4e** What is the name and function of the final sentence?

**1.5** As you read the next paragraph, try to make an objective evaluation of yourself in relation to the points mentioned.

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Looking forward to the decade of the 1980's, one wonders what personal qualities will be needed for success. Possibly the four most essential attributes are flexibility, honesty, creativity, and perseverance. First, our rapidly changing society requires flexibility—the ability to adapt oneself readily to new ideas and experiences. Next, honesty, the capacity both to tell and to face the truth courageously, will be important in all aspects



of personal and public relations. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Just as these attributes of character are desirable today, so in the future they will surely continue to be decisive in determining personal success.

**1.5a** Although this is also a list paragraph, it differs slightly in form from the previous ones. Notice that there are two sentences that function as paragraph introducers. The first is a topic introducer, which establishes the topic discussion—personal qualities for success. The second sentence, the topic sentence, more narrowly defines or delimits the topic. In this case, we know that the discussion will be limited to four attributes—flexibility, honesty, creativity, perseverance. Think about the importance of the personal qualities of *creativity* and *perseverance*. Write two additional sentences in the blanks provided which develop the discussion of these two qualities. You will need to use connectors, or transition words, to relate your sentences to the previous developers.

**1.5b** Write a title in the blank space provided directly above the paragraph. Look at the titles of other paragraphs in the lesson. The first word and all important words in a title should be capitalised. Notice that a good title is brief and gives some indication of the content or point of view of the paragraph. The topic introducer and the topic sentence provide the necessary information for you to write a good title.

**1.5c** Discuss with your teacher and fellow students the concepts of flexibility, honesty, creativity, and perseverance. Name some famous people or personal acquaintances who possess these qualities.

**1.6** Remember that a list paragraph has several parts. First, paragraph introducers—both a topic introducer and a topic sentence or just a topic sentence—are used to open a paragraph. Next, supporting examples are listed with the aid of connectors. Sometimes transition or modulator sentences are used between different sets of ideas. Finally, a terminator sentence brings the paragraph to a logical conclusion.

With these ideas in mind, write your own list paragraph. Give your paragraph a title. You may choose one of the topics given below.

Internationally known artists (or musicians or actors or writers)

Important national or regional handicrafts

Qualities of a good teacher (or leader or friend)

Athletes from a particular continent or block in the last Olympic Games

Topic of your choice

## Paragraph development by examples

2.1 This lesson is concerned with the use of examples in the development of paragraphs. The example paragraph is a kind of list paragraph, in which example sentences closely support the topic sentence. There is, of course, a terminator. Examine the following paragraph.

### Effective Writing—A Must in Universities

The ability to write well organised, concise paragraphs is essential to a student's success in almost all university courses. In preparing scientific reports of laboratory experiments, a student must present his findings in logical order and clear language in order to receive a favourable evaluation of his work. To write successful answers to essay questions on history or anthropology examinations, a student must arrange the relevant facts and opinions according to some accepted pattern of paragraph structure. And certainly when a student writes a book report for English, or a critique for political studies, or a term paper for sociology, style and organisation are often as important as content. Clearly, skill in expository writing is crucial to successful achievement in most university subjects.

2.1a The key words or ideas in the first two sentences of the paragraph are in italics. Write these words on the first two lines below. Find the key ideas in the remaining sentences and write short phrases for each on lines 3 to 5. In writing the short phrases, you may use words of your own or those in the sentences.

* 1st sentence	* 2nd sentence	3rd sentence	4th sentence	1
Hypothesis is rejected				2
				3
				4
				5

2.1b Familiarise yourself with the following symbols and definitions which will be used in analysing paragraph structure:

- TS —stands for topic sentence, a sentence that states the main idea of a paragraph.
- E —stands for example sentence, a sentence that presents a specific example or illustration related to the topic sentence.
- R —stands for restatement sentence, a sentence that in essence repeats or restates the main idea of the topic sentence in



different words. The restatement gives the effect of rounding off the paragraph by circling back to the idea of the topic sentence. The restatement is one kind of paragraph terminator.

**2.1c** Which sentence in the model paragraph of 2.1 expresses the main idea of the paragraph? Remember that the sentence which expresses the main idea of a paragraph is called the topic sentence (TS).

**2.1d** What is the relationship between sentence 2 and sentence 1? Which sentence expresses a general idea? Which sentence (E) presents a specific example?

**2.1e** What is the relationship between sentence 3 and sentence 1? What is the relationship between sentence 3 and sentence 2?

**2.1f** Does the final sentence function as an adequate terminator? Why?

**2.1g** The following symbols describe the structure of paragraph 2.1.  
TS / E1, E2, E3 / R

**2.2** The sentences listed below are not arranged in the logical paragraph sequence of topic sentence, examples, and restatement. Study the list carefully and try to decide which sentence makes a general statement, which sentences present illustrations, and which sentence repeats the idea of the general statement. Write a number before each sentence to show its logical position in a well ordered paragraph.

- 6 Clearly, in agriculture and in industry, the progress of a country depends on the busy hands of its working people.
- 5 Finally, the establishment of efficient transportation and communication systems, essential services in a modernising economy, relies heavily on a labour force of expert craftsmen who take pride in their manual skills. *Spiller of words*
- 4 And of course the manufacture as well as the maintenance of machines of all kinds demands a large number of trained mechanics and technicians.
- 2 To begin with, ploughing fields, planting and harvesting crops, and raising livestock are all important to development and all require people who work with their hands.
- 3 Secondly, mining natural resources, building roads and bridges, and constructing dams for irrigation and electrical power are also important to development and also require people who know how to use their hands skilfully.
- 1 Manual labour is one of the principal development resources in any industrialising country, as the following examples demonstrate. *Yes*

different words. The restatement gives the effect of rounding off the paragraph by circling back to the idea of the topic sentence. The restatement is one kind of paragraph terminator.

**2.1c** Which sentence in the model paragraph of 2.1 expresses the main idea of the paragraph? Remember that the sentence which expresses the main idea of a paragraph is called the topic sentence (TS).

**2.1d** What is the relationship between sentence 2 and sentence 1? Which sentence expresses a general idea? Which sentence (E) presents a specific example?

**2.1e** What is the relationship between sentence 3 and sentence 1? What is the relationship between sentence 3 and sentence 2?

**2.1f** Does the final sentence function as an adequate terminator? Why?

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**2.2** The sentences listed below are not arranged in the logical paragraph sequence of topic sentence, examples, and restatement. Study the list carefully and try to decide which sentence makes a general statement, which sentences present illustrations, and which sentence repeats the idea of the general statement. Write a number before each sentence to show its logical position in a well ordered paragraph.

- 6 Clearly, in agriculture and in industry, the progress of a country depends on the busy hands of its working people.
- 5 Finally, the establishment of efficient transportation and communication systems, essential services in a modernising economy, relies heavily on a labour force of expert craftsmen who take pride in their manual skills. *builder of words*
- 4 And of course the manufacture as well as the maintenance of machines of all kinds demands a large number of trained mechanics and technicians.
- 2 To begin with, ploughing fields, planting and harvesting crops, and raising livestock are all important to development and all require people who work with their hands.
- 3 Secondly, mining natural resources, building roads and bridges, and constructing dams for irrigation and electrical power are also important to development and also require people who know how to use their hands skilfully.
- 1 Manual labour is one of the principal development resources in any industrialising country, as the following examples demonstrate. *yes*



## 8 From Paragraph to Essay

2.2a Read the sentences in the arrangement you have established in order to experience the paragraph as a unified whole.

2.2b What symbols would you use to describe the paragraph structure? \_\_\_\_\_

2.2c Examine closely the sentence which you selected for the topic sentence. How do the ideas of this sentence relate to the ideas of the four example sentences?

2.2d In terms of ideas, what do the topic sentence and the restatement sentence have in common?

2.2e There are four developers—example sentences—in this paragraph. Give reasons for arranging these in the sequence you used.

2.2f Write a title for the paragraph in the space provided. Recall that a good title should be short and should tell the reader what the paragraph is about.

2.3 In the following paragraph two elements are missing—a topic sentence and a restatement sentence. As you read the example sentences try to think of a TS and an R which might begin and end the paragraph.

*parallel organize*  
*highlight addition is more important*  
*add emphasis*  
**Social Concerns in Modern Literature**  
*Accident always a new thing*  
*stable*  
*etc.*  
*bring Art.*  
*There old*  
*in the one hand - on the other hand*  
*topic sentence*  
*Conclusion*  
*are portrayed in these new*  
For example, many contemporary novels of Africa and India depict the lives of ordinary people struggling against adversity. Furthermore, poetry from South America and North America speaks out against social and economic oppression. In still another instance, modern European drama enacts the fate of the working man in his drab confrontation with life. Even films, popular songs, and folk drama from all around the world, tell the story of the little man and his battle against the giants of impersonal corporations, remote governments, or aggressive neighbouring nations.

2.3a In the space at the beginning of the paragraph write a topic sentence. The sentence should be a general statement that would cause a reader to want more information in the form of specific examples.

2.3b At the end of the paragraph write a restatement sentence. This sentence should do two things: (1) repeat or restate in different words the ideas of the topic sentence; (2) terminate the listing of examples so that the reader feels that a satisfactory conclusion has been reached.

2.3c What symbols would you use to describe the structure of this paragraph? \_\_\_\_\_

2.3d Learn to spell, pronounce, and use all unfamiliar words in the paragraph.

2.4 In the following paragraph two elements are missing—a topic sentence and a restatement sentence. As you read the example sentences try to think of a TS and an R which might begin and end the paragraph.

nl <sup>not only</sup> deal with but also portrays said things matters.

Literature for a hand/

For example, in the less populated regions of the world such as tribal areas, laws or customs may be enforced by a council of elders or by a strong chief or leader of the tribe much in the manner of a father who decides what behaviour is best for his children. As another example, in the sparsely populated great open land of places like Australia, Canada, Siberia, and Brazil, a few policemen must travel great distances to enforce laws made to protect people and property. In countries where most of the people live in crowded urban areas, on the other hand, law enforcement is usually in the hands of large numbers of police who are directly responsible to the chief governmental official for that area. As still another instance, countries have cooperated in establishing various organisations and methods, including military or police action, to enforce the rules and laws agreed to by a majority of the co-operating nations. \_\_\_\_\_

2.4a In the space at the beginning of the paragraph write a topic sentence. The sentence should be a general statement that would cause a reader to want more information in the form of specific examples.

2.4b At the end of the paragraph write a restatement sentence. This sentence should do two things: (1) repeat or restate in different words the ideas of the topic sentences; (2) terminate the listing of examples so that the reader feels that a satisfactory conclusion has been reached.

2.4c Write a title in the blank space provided directly above the paragraph.

2.4d Using symbols, what is the structure of the resulting paragraph? \_\_\_\_\_

2.5 As you read the next paragraph, observe the transitional devices used to move from one example to another.



In the United States any person who completes elementary and secondary school (grades 1 to 12) has a variety of advanced educational opportunities from which to choose. For those people interested in a four year general education in preparation for work or further university study in such professional schools as law, medicine, or dentistry, there are hundreds of liberal arts colleges throughout the country with widely varying curricula. For those who want a four year technical education in one of the arts or sciences, there are specialised schools in, for example, music or engineering or architecture. For the person who wants to enter the labour force in a particular vocation and with modest preparation in general education, most states and cities provide two year community colleges. Increasingly important in recent years are technical institutes sponsored by various businesses and industries solely for the training of their own employees. This brief summary of educational opportunities available to high school graduates in the United States suggests that organised learning can continue for several years beyond the basic twelve grades. *Conclusion*

**2.5a** Using symbols, what is the structure of the paragraph? \_\_\_\_\_

**2.5b** Review exercises 1.1a and 2.1a. In these exercises you made outlines of the model paragraphs. This is a good way to take notes on anything you read. Making an outline is also a good way to organise your thoughts when preparing to write a paragraph or an essay. Find the key ideas in each sentence of paragraph 2.5 and write short phrases for each on the lines below.

_____	1
_____	2
_____	3
_____	4
_____	5
_____	6

**2.6** Think about the educational alternatives within your country. Write a paragraph about educational alternatives in your country for people who have completed their basic education. The paragraph should contain six sentences: a topic sentence, four developers, and a restatement. The topic sentence might begin with the words *In my country...* The first developer might begin with the words *For those people interested in a general education...* The second developer might begin with the words *For those who want a technical education...*

## Paragraph development by comparison

**4.1** A comparison paragraph, as its name indicates, compares similar aspects or qualities of two subjects. In this lesson two procedures will be followed. In the first procedure, an example related to one subject—A—alternates with an example related to another subject—B. In the second procedure, all examples of subject A are listed together, followed by all examples of subject B.

As you have learned in previous lessons, a well organised paragraph consists of several types of sentences. We have discussed the function of the topic sentence (TS), the example sentence (E), and the restatement sentence (R). In writing comparison paragraphs, however, additional sentence types may be used. In many paragraphs, for example, a topic introducer (TI) is used. The topic sentence then states more specifically the basis of comparison. Example sentences are, of course, still used but in this lesson will be marked as A-E1, B-E1, A-E2, B-E2, and so on, depending upon which subject the sentence is illustrating. Transition sentences (Tr) may be used to change from one point of view to another, from one set of ideas to another, or from one subject to another.

### From Paragraph to Essay

Despite their obvious differences in length, the paragraph and the essay are quite similar structurally. For example, the paragraph is introduced by either a topic sentence or a topic introducer followed by a topic sentence. In the essay, the first paragraph provides introductory material and establishes the topic focus. Next, the sentences in the body of a paragraph develop the topic sentence. Similarly, the body of an essay consists of a number of paragraphs that expand and support the ideas presented in the introductory paragraph. Finally, a terminator—whether a restatement, conclusion, or observation—ends the paragraph. The essay, too, has a device which brings its ideas to a logically and psychologically satisfying completion: the concluding paragraph. Although exceptions to these generalisations may be observed in modern creative writing, most well written expository paragraphs and essays are comparable in structure.

**4.1a** Does this paragraph include the necessary parts discussed—topic sentence, developers, terminator? Identify them.



4.1b Classify the paragraph developers according to subject A or subject B. Is there a logical alternative?

4.1c Point out transitional devices—either words or phrases—used in this paragraph.

4.1d Do you think the final sentence is an adequate terminator? Why?

4.2 Read the following paragraph and notice the relationship between the subject A examples and the subject B examples.

The folk sculpture of black Africa has influenced many modern artists. Perhaps the most striking example of this influence is to be found in the obvious relationship between the African primitive artists and that Spanish genius, Pablo Picasso. Characterised by a bulkiness of form, the sculptures of the Africans appear solid and heavy. The characteristics of clay and wood media and the simplicity of the artists' tools, coupled with an imaginative conception of reality, often result in an exaggeration of human features. Typically associated with such serious events as reproduction and death, these sculptures nevertheless exhibit to the beholder a light spirit and a sense of humour. Also stressing the themes of love and death, Picasso used fantastic and grotesque shapes and colours to portray both the beauty and cruelty of human existence. Faces look in two directions; bodies are 'all eyes' or 'all feet'. Seated figures take on the appearance of featureless boulders. Consciously or unconsciously, Picasso and the African artists distort their subjects in similar ways to present a more intense vision of man.

4.2a Identify the topic introducer (TI) and the topic sentence (TS). Explain their relationship.

4.2b What form does this comparison paragraph have? That is, does it alternate examples of subject A and subject B, or does it list all A examples together, followed by all B examples together?

4.2c The examples describing aspects of African sculpture and Picasso's work are similar.

AFRICAN	A-E1 'solid and heavy' ←
	E2 'exaggeration of human features' ←
	E3 'serious events... light spirit' ←
PICASSO	B-E1 'beauty and cruelty of human existence' —
	E2 'all eyes' or 'all feet' —
	E3 'featureless boulders' —

Notice that the first example under Picasso is similar to the last example under African sculpture. Linking these two examples together

makes a smooth transition from subject A to subject B.  
The paragraph structure would be represented as follows:

TI / TS / A-E1, E2, E3; B-E1, E2, E3 / R

**4.2d** Write a title for the paragraph.

**4.3** The following paragraph has no terminator. As you read, try to keep the main idea of the paragraph in mind so that you can write an effective restatement sentence.

### Post-war West Germany and Japan

The re-emergence of West Germany and Japan as major world powers is one of the most remarkable stories of national recovery in the post-war period. In 1945, West Germany was devastated by war and occupied by foreign troops. Similarly, Japan, West Germany's far eastern war-time ally, also suffered great destruction and then occupation by U.S. forces. Yet within a single generation, through hard work, industrial know-how, and the co-operative assistance of former enemy countries, West Germany has experienced rapid economic development, attaining a degree of affluence as early as the 1960's. Making maximum use of the same combination of human and natural resources, in similar fashion Japan quickly achieved the status of one of the most productive and prosperous nations in the east or the west. Another factor in West Germany's progress has been an extended period of stable government. Japan, too, has enjoyed the benefit of orderly popular government, under a new political system which eliminated the old imperial authority. West Germany's accomplishments have not been limited to economics or politics; her new cultural importance was symbolised by the Nobel prize literature award to Heinrich Böll in 1972. Japanese cultural prominence—from traditional Kabuki to the art of contemporary film making—has been universally recognised, including a Nobel prize literature award to Yasunari Kawabata in 1968.

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**4.3a** What form does this comparison paragraph have? That is, does it alternate examples of subject A and subject B, or does it list all A examples together, followed by all B examples together?

**4.3b** Are both a topic introducer and a topic sentence used?

**4.3c** In the space provided, supply a terminator to close the paragraph logically.

**4.4** Read the following paragraph. In addition to observing the structure of the paragraph, pay attention to the kind of vocabulary used in a discussion of religions.



### Similarities in Christianity and Islam

Two of the major religions of the world are Christianity and Islam. Although seemingly different, the two faiths share several fundamental beliefs and practices. Both worship the same deity, whom the Christians term God and the Muslims call Allah. For knowledge of his faith and for inspiration, the Christian turns to his holy book, the Bible. The Muslim, too, has a holy book, the Koran, which guides his prayers and gives meaning to his life. The Ten Commandments and the Sermon on the Mount provide a code of ethics for the lives of all Christians. Similarly, all Muslims subscribe to the Hadith and the Five Pillars of Faith for daily guidance. Such basic similarities in code and conduct illustrate the shared heritage of Christianity and Islam.

**4.4a** Discuss the function of each sentence in the paragraph and assign to each an appropriate symbol: TI, TS, A-E . . . , Tr, R. (Exclude sentence number three. Notice that sentence number three is an example of two subjects compared in a single sentence. This is one way of writing comparisons, but it is not emphasised in this lesson. If the sentence were assigned a symbol, it would be labeled as AB.)

**4.4b** Identify the transitional words or devices used.

**4.4c** What parallels can you find between the words or phrases of the restatement sentence and those of the topic sentence?

**4.4d** What meanings do the following words have for you: *faith, inspiration, ethics, deity, code, heritage, fundamental*?

**4.5** As you read the following paragraph, pay particular attention to the example sentences, which constitute the paragraph developers. The two groups of people discussed in the paragraph represent the movement of rural populations to urban centres which is taking place in many parts of the world. Without the skills necessary for easy adaptation to urban living, these groups find it difficult to settle to the kind of life which attracted them to the big cities in the first place.

### Problems of New Immigrants to New York City

Over the past decade, Puerto Ricans from the island of Puerto Rico and blacks from the southern part of the United States have contributed the most significant immigration populations to the New York City area. Both groups come from similar backgrounds and follow similar patterns in trying to adapt to the complexities of city life. As U.S. citizens, Puerto Ricans have the freedom to move from Puerto Rico to any location within the United States. Also as citizens, they have the responsibility of serving in the U.S. armed forces. Set apart from

the average New Yorker by physical appearance and language difference, Puerto Ricans are compelled to cluster in certain neighbourhoods and thus become ghetto inhabitants. The children often arrive educationally disadvantaged due to under-financed school systems on the island. The adults generally possess rural skills rather than urban skills. From the rural South, blacks also arrive in the New York City area with skills insufficient to compete in urban life. Their children similarly are educationally handicapped because of separate and inferior schooling. Frequently sharing the same ghettos with Puerto Ricans, the Southern blacks, with their distinctive speech and obvious physical characteristics, often live together in neighbourhoods segregated from those of the white New Yorker. Although they have the rights and responsibilities of U.S. citizenship, including military service, Southern blacks, like Puerto Ricans, find it extremely difficult to achieve full citizenship in a hostile urban environment. Both of these groups share similar socio-economic characteristics and suffer similar problems of adjustment in a technologically oriented urban setting.

**4.5a** Classify the paragraph developers according to subject A or subject B.

**4.5b** What parallels can you find between the subject A examples and subject B examples? Notice that the first and second examples under subject A (As U.S. Citizens,...Also as citizens....) are compressed into a single example sentence under subject B (Although they have the rights and responsibilities...).

**4.5c** Does the similarity of ideas in sentence 7 and 8 serve as a transitional device from subject A to subject B? What word ties the two sentences together?

**4.5d** What symbols would you use to describe the paragraph structure?

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**4.6** Remember that the purpose of a comparison paragraph is to point out the similarities between two subjects. There may be obvious differences between the two subjects, but the similarities are emphasised. With this idea in mind, write two comparison paragraphs on different subjects. The first paragraph should use alternating A and B examples similar to the structure of the model paragraphs 4.1, 4.3, 4.4. The second paragraph should have a series of A examples followed by a series of B examples similar to the structure of the model paragraphs 4.2 or 4.5.



## 5

# Paragraph development by contrast

**5.1** Unlike the comparison paragraph, which compares similar aspects of two subjects, the contrast paragraph compares dissimilar aspects of two subjects. Like the comparison paragraph, however, two procedures may be followed in writing the contrast paragraph. The first method alternates examples of subject A with examples of subject B; the contrasts may be in the same sentence, or they may be in consecutive sentences. The other method presents all subject A examples together, then all subject B examples together. The symbols used in previous lessons—TI, TS, A-E..., B-E..., Tr, R—will continue to be used in the structural description of contrast paragraphs.

### Where to Study

One major decision which faces the American student ready to begin higher education is the choice of attending a large university or a small college. The large university provides a wide range of specialised departments, as well as numerous courses within such departments. The small college, however, generally provides a limited number of courses and specialisations but offers a better student-faculty ratio, thus permitting individualised attention to students. Because of its large, cosmopolitan student body (often exceeding 20,000) the university exposes its students to many different cultural, social, and extra-curricular programmes. On the other hand, the smaller, more homogeneous student body of the small college affords greater opportunities for direct involvement and individual participation in such activities. Finally, the university closely approximates the real world; it provides a relaxed, impersonal, and sometimes anonymous existence. In contrast, the intimate atmosphere of the small college allows the student four years of structured living in which to contemplate and prepare for the real world. In making his choice among educational institutions the student must, therefore, consider many factors.

**5.1a** In writing comparison paragraphs, transitional words such as *similarly*, *also*, *too*, *both* are used. For contrast paragraphs, however, other transitional words and phrases are employed: *unlike*, *on the other hand*, *in contrast*. Locate the transitional words and phrases

used in this paragraph to contrast aspects of the small college and the large university.

**5.1b** What procedure is used to contrast elements of the two subjects? That is, does the paragraph alternate examples of A and B, or does it list all A examples together, followed by all B examples together?

**5.1c** What symbols represent the structure of the paragraph? (See exercise 4.4a.)

**5.1d** Be prepared to discuss in class the meanings of *specialisation*, *anonymous* (adjective), *anonymity* (noun), *approximate* (adjective), *approximate* (verb), *cosmopolitan*, *homogeneous*, and *extra-curricular*.

**5.2** Read the following partial paragraph. As you read, try to imagine the kind of statement that would be a good topic sentence for the paragraph. Such a sentence should point out the contrasts between the two subjects discussed.

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English universities and colleges, because of their selective intake, are relatively small. American universities, which combine a number of different colleges and professional schools, are large, sometimes with 20,000 to 25,000 students on one campus. Teacher training colleges and polytechnics are alternatives to the university course for some students in England, being established for specific purposes. In contrast, virtually all schools of education, engineering and business studies, are integral parts of universities in the United States. In England, universities receive about 70% of their financial support through Parliamentary grants. Similarly, in the United States, public institutions receive about 75% of their funds from local, state, and federal sources, but private colleges and universities receive little or no government support. In England, personal financial aid is provided by the government to over 80% of the students, through local education authorities, according to the parents' income. In the U.S., student aid is administered by the university or the sponsoring agency and is provided by private organisations and the state or federal governments. Obviously, British and American universities have similar educational aims but different means for achieving these aims.

**5.2a** The topic sentence of this paragraph has been omitted. From the three alternatives given, choose the sentence which most effectively establishes the topic of the paragraph and write it in the space provided above. Be prepared to discuss your reasons for eliminating the two other alternatives.



1 American universities are generally larger than British universities although the quality may be similar.

2 British and American universities are similar in their pursuit of knowledge as a goal but are quite different in their organisation and operation.

3 The organisation, purposes, and operation of universities in England and the United States are very different.

**5.2b** In the space provided directly above the paragraph, supply an appropriate title.

**5.2c** What procedure has been followed in presenting the examples in this paragraph?

**5.2d** Remember that the purpose of a contrast paragraph is to point out differences between two subjects. There may be obvious similarities between the two subjects, but the differences are emphasised. List two similarities between British and American universities. List four differences.

Similarities between British and American universities

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Differences between British and American universities

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**5.3** Read the model paragraph. Notice that all of the information related to subject A is presented first followed by contrasting information related to subject B. Also note that the first and last sentences of the paragraph express essentially the same main idea.

### **The Objective Test and the Essay Exam**

In college and university courses, the objective test and the essay exam are two contrasting methods of evaluation commonly used to measure a student's grasp of subject matter. The objective test usually consists of a large number of unrelated questions that require the student to demonstrate mastery of details. It often leads to rote memorisation of isolated facts during the pre-test period of study. Since the questions on the objective test are presented in true-false or multiple choice form, the student may be encouraged to guess answers for which he has no accurate knowledge. The essay exam, on the other hand, usually consists of a few broadly stated questions that require the student to organise his responses in essay form. Such questions force the student to give proof of his ability to handle

general concepts. This type of exam also relies on factual information, but there is far greater necessity for the student to demonstrate analytical and compositional skills. Mere guessing at answers is reduced to a minimum. Although the objective test and the essay exam have similar goals—the assessment of a student's academic achievement—the techniques (and very often the results) of the two types of examination differ significantly.

**5.3a** Discuss the following concepts as they are generally used in reference to evaluating student achievement: *objective test, essay exam, rote memorisation, true-false, multiple choice, analytical and compositional skills*.

**5.3b** Re-read the model paragraph. In the space provided, write short phrases to indicate the main points mentioned to describe the two types of tests.

SUBJECT A THE OBJECTIVE TEST	SUBJECT B THE ESSAY EXAM

**5.4** Both the title and the following model paragraph are incomplete. Write the name of your country under the word *and* in the title.

### Cultural Differences Between the United States and

One fascinating benefit of travel to foreign places is learning how customs differ from country to country. As a case in point, there are interesting cultural variations among peoples in such matters as work, play, and education. In the United States, for example, most businesses and industries operate a forty-hour week for their individual employees, although a large number of firms remain open over 100 hours a week by making use of two or three groups of different workers. For leisure-time entertainment, Americans indulge in a great range of sports (hunting, fishing, golf, tennis, baseball, football, etc.) as well as other social and recreational activities participated in by men and women together. The custom of non-separation of the sexes is



also the general rule in American schools, from the first grade all the way through the university. \_\_\_\_\_

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Continue the model paragraph in the space provided by writing five sentences:

1 a transitional sentence that indicates your intention to contrast the American customs discussed in sentences 3–6 above with customs in your country

2 a sentence on working hours in your country

3 a sentence on leisure-time activities in your country

4 a sentence on mixing or separating the sexes in your country

5 a terminator sentence that makes a general statement about the customs contrasted in the entire paragraph.

**5.5** Read the following paragraph. Notice how the two kinds of football games are identified so that the reader is not confused about which game is being discussed.

### **European Football and American Football**

Although European football is the parent of American football, the two games show several major differences. European football, sometimes called association football or soccer, is played in 80 countries, making it the most widely played sport in the world. American football, on the other hand, is popular only in North America (the United States and Canada). Soccer is played by eleven players with a round ball. Football, also played by eleven players in somewhat different positions on the field, is played with an elongated round ball. Soccer has little body contact between players and therefore requires no special protective equipment. Football, in which players make maximum use of body contact to block a running ball-carrier and his team-mates, requires special headgear and padding. In soccer, the ball is advanced toward the goal by kicking it or by butting it with the head. In football, on the other hand, the ball is passed from hand to hand or carried in the hands across the opponent's goal. These are just a few of the features which distinguish association and American football.

**5.5a** What procedure has been followed in presenting the examples in the paragraph? \_\_\_\_\_

**5.5b** In this lesson, three paragraphs (5.1, 5.2, 5.5) use one method of development and two paragraphs (5.3, 5.4) use the other. Which method do you think points up contrasts better?

**5.5c** What symbols would you use to describe the structure of the paragraph? \_\_\_\_\_

**5.6** Write two contrast paragraphs on topics of your choice. The first paragraph should alternate A and B examples. The second should list together all examples illustrating subject A, then all examples illustrating subject B.